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An Italian and English Dictionary. With pronunciation and brief etymologies. By *Hjalmar Edgren, Ph. D.*, recent Professor of Romance Languages in the University of Nebraska; member of the Nobel Institute of the Swedish Academy in Stockholm, etc. etc., assisted by *Giuseppe Bico, D. C. L.*, University of Rome, and *John L. Gerig, A. M.*, Instructor, University of Nebraska. New York, Henry Holt & Co., 1902.

Scholars will readily admit that there has been great need of a good Italian and English dictionary; this field has been practically unoccupied. Persons familiar with German have, however, been able to make use of Michaelis's „*Taschenwörterbuch der italienischen und deutschen Sprache*“. Dr. Edgren's work seems likely to receive a warm welcome, and while it will not supplant Michaelis, it will supplement this German work; for it is fresher and contains some excellent features lacking in the Michaelis.

The main characteristics of Edgren's book, as outlined in the Preface and as shown in the general plan, are as follows: The vocabulary embraces a larger number of Italian words than ordinary dictionaries of similar size; almost every modern word in Petrocchi's scholastic dictionary, the chief authority, is quoted, and such rare and obsolete words as are indispensable in reading Italian classics are included; irregular forms of inflections are noted not only with their words but also as separate titles in their alphabetical order; the pronunciation is marked principally by subscript signs; etymologically related words are grouped together; the derivation of Italian words is indicated; and English cognates are shown. The English-Italian part is not quite so complete as the Italian-English part.

Fullness in the matter of idiomatic phrases has suffered through a desire to economize space in favor of a large vocabulary. This is noticeably apparent in the treatment of prepositions. For inst., Edgren gives less than an inch to the preposition *a*, while Michaelis devotes a column and a half to it; Edgren allows *di* about an inch, and Michaelis allows three-fourths of a column.

The book is well printed, and the typographical arrangement is pleasing to the eye. The work should commend itself to students.

Charles Bundy Wilson,

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Beginning German, a Series of Lessons with an Abstract of Grammar by *H. C. Bierwirth, Ph. D.*, Instructor in German

in Harvard College. Henry Holt and Co., 1903.

We thank the author of the excellent book *Elements of German* for a very practical and accurate elementary book entitled *Beginning German*. The book consists of a series of thirty lessons and an abstract of grammar. A short resume of the first eight lessons will sufficiently demonstrate the method of the author.

With eminent common sense the author begins with verbs, that most essential thing for the American student. The first lesson treats the present and past indicative of the weak verbs. The second lesson contains the regular strong verbs which do not differ from the weak in the inflection of the present. (At the bottom of page 15 the type failed to catch the paper in the book I have.) Lesson three introduces the beginner to *haben*, *sein* and *werden*. In lesson four the definite article and Class I of the nouns are treated. In lesson five words which are declined like *der* are introduced. (This is practically the same system I have been using in my beginning classes.) Class II is treated here. Lesson six contains *ein* and *kein* and the possessive adjectives. In seven we find Class III and prepositions with the dative or accusative. Lesson eight treats Class IV and the personal pronouns. Under Class IV the author includes the weak nouns. In this lesson is found a practical table illustrating the four declensions. In this connection I have found that a different order is perhaps more practical—I, III, IV. It is easy for the student to learn the general membership of I, III, IV, and II includes the rest. Of course the order of the plural endings (-), -er, -en seems more simple offhand, but when brought into application the proposed order is more easily learned. The remaining lessons show the same general pedagogical insight.

Early in the book a table of the conjugations of the weak and strong verbs in parallel columns would give the student a clear conception of the differences in the conjugations. One may differ in regard to the nature of the reading lessons without criticising the opinion of the author. I prefer continuous narrative to disconnected sentences. The same, or practically the same vocabulary could be introduced without affecting the order of the grammatical treatment. Dr. Bierwirth's selection of vocabulary is evidently based upon his systematic collection of material. Compare *Elements of German*, p. 124.